



Key Words

with Peter and Jane



4c

Say the sound

Key Words with Peter and Jane

Key Words with Peter and Jane uses the most frequently met words in the English language – scientifically researched and world renowned **Key Words** – as a starting point for learning to read successfully and confidently.

Why are Key Words important?

12 Key Words make up **one quarter** of those we read and write

100 Key Words make up **half** of those we read and write

About **300 Key Words** account for **three quarters** of those we read and write

By learning to recognise these on sight, children will be able to understand most sentences much more easily and quickly.

How do I get started?

Share all the books with your child. Draw your child's attention to the shape of each word: where are the tall letters? Where are the letters with parts that drop down?

Encourage your child to recognise the letters that make up each word.

The pictures in this book are intended to make the words easier to understand. Point to the pictures on the page as your child says the words to build the connection between words and what they describe.

How do I use this scheme?

Key Words with Peter and Jane has three parallel series, each containing twelve books. All three series are written using the same carefully controlled vocabulary. Readers will get the most out of **Key Words** with Peter and Jane when they follow the books in the pattern 1a, 1b, 1c; 2a, 2b, 2c and so on.

- **Series a**

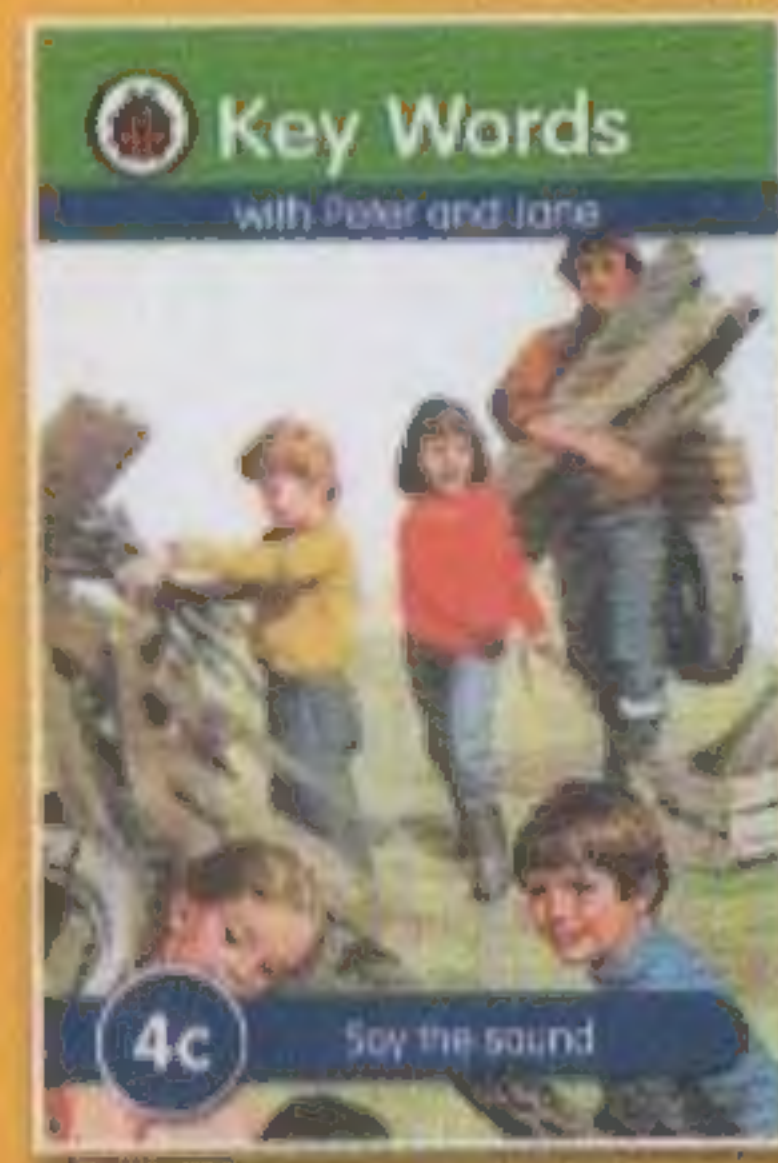
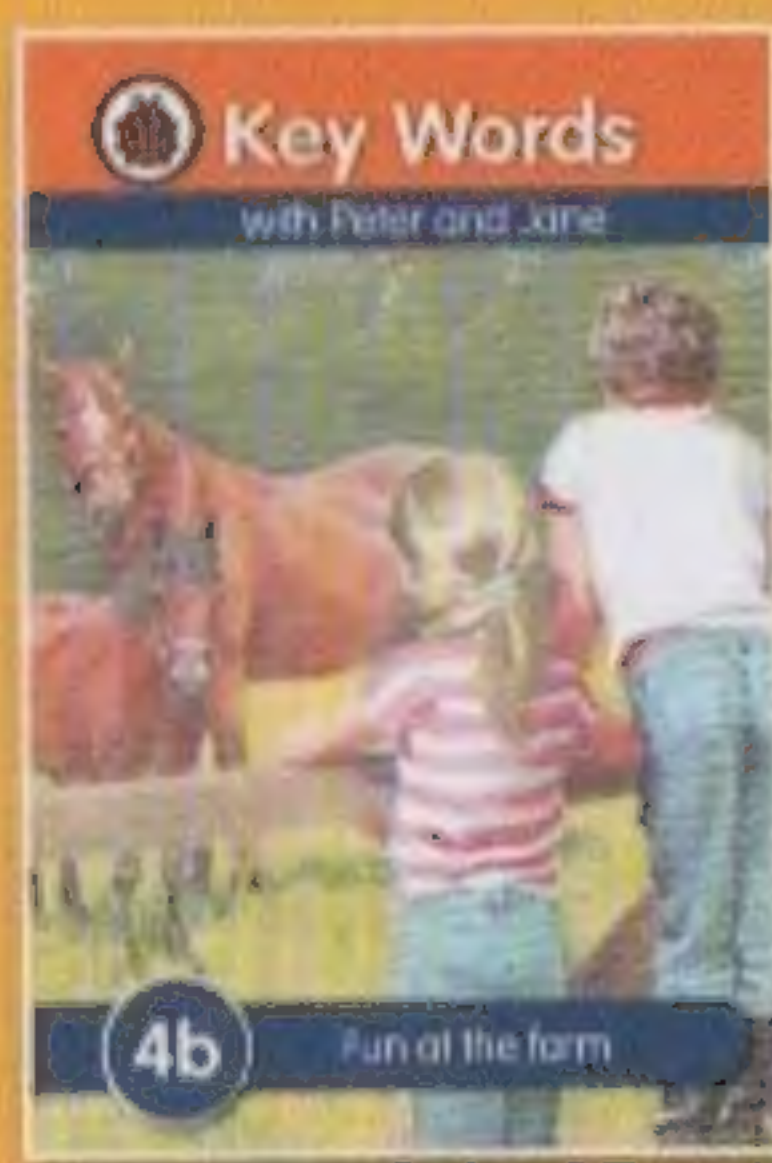
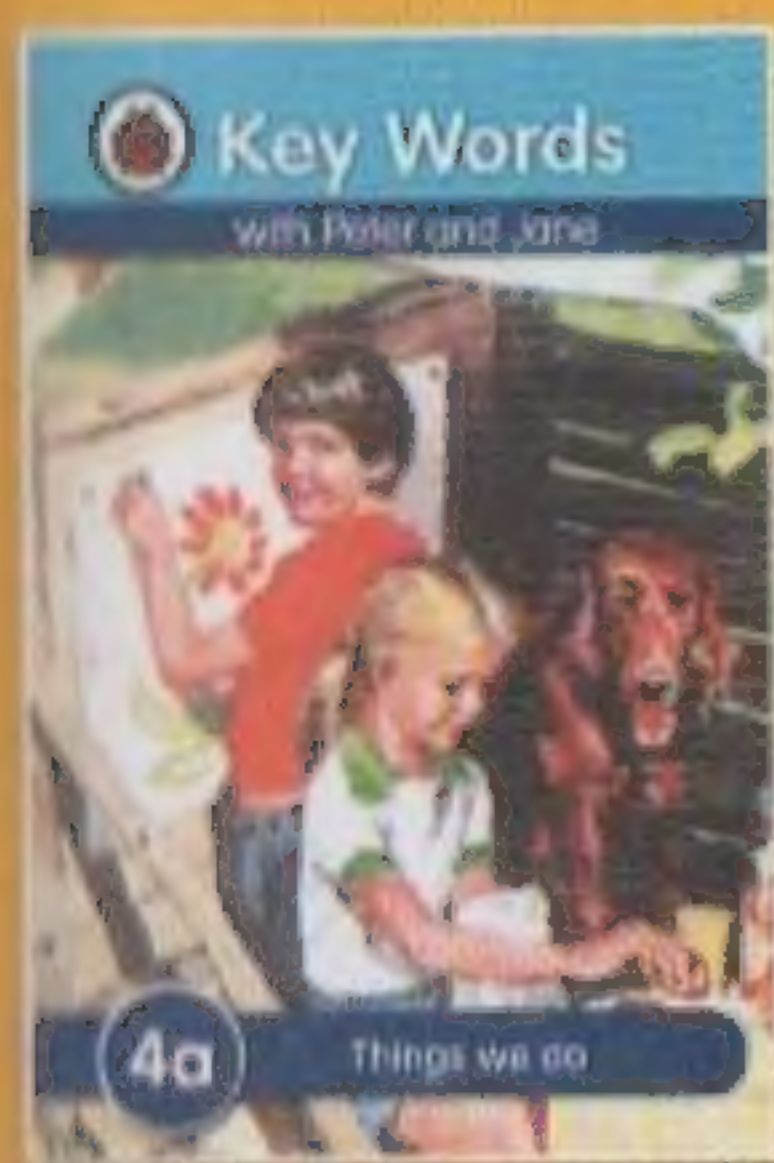
gradually introduces and repeats new words.

- **Series b**

provides further practice of these same words, but in a different context and with different illustrations.

- **Series c**

uses familiar words to teach **phonics** in a methodical way, enabling children to read increasingly difficult words. It also provides a link to writing.



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Say the sound



written by W. Murray
illustrated by J.H. Wingfield



We can read the words—

boy

ball

boat

bus

Look at each picture and make the sound of the letter.

For teaching notes, see inside back cover

b



b



b



b



We can read the words—

car

cow

cat

cake

Look at each picture and make the sound of the letter.

C



C



C



C



Complete the words as you write them
in your exercise book.
The pictures will help you.

b c

1 -ow

2 -ar

3 -oat

4 -oy

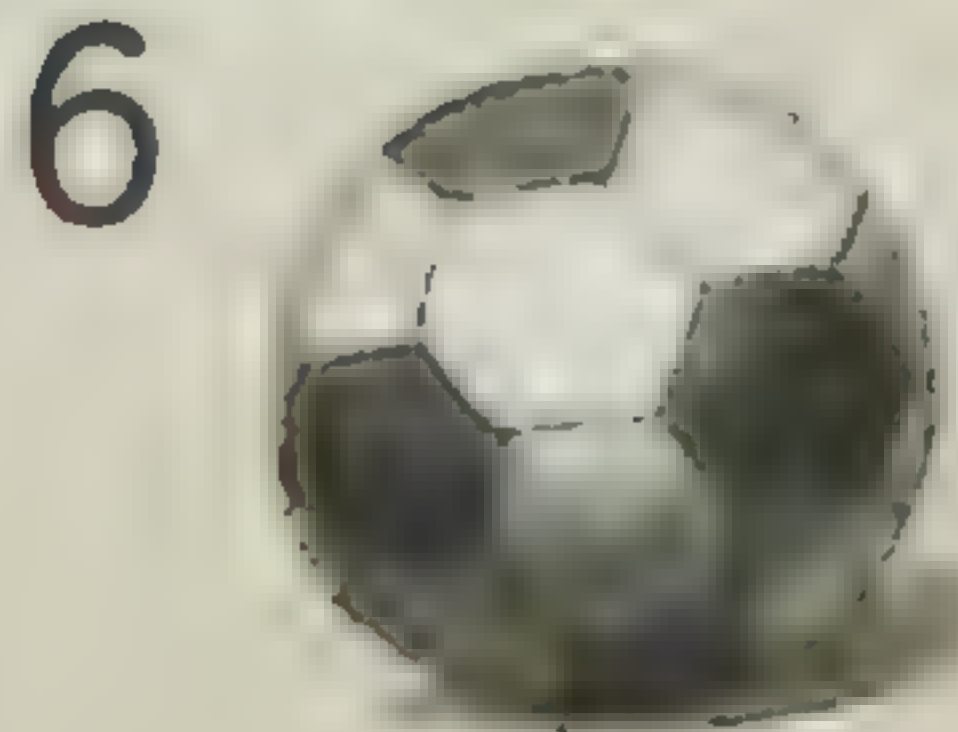
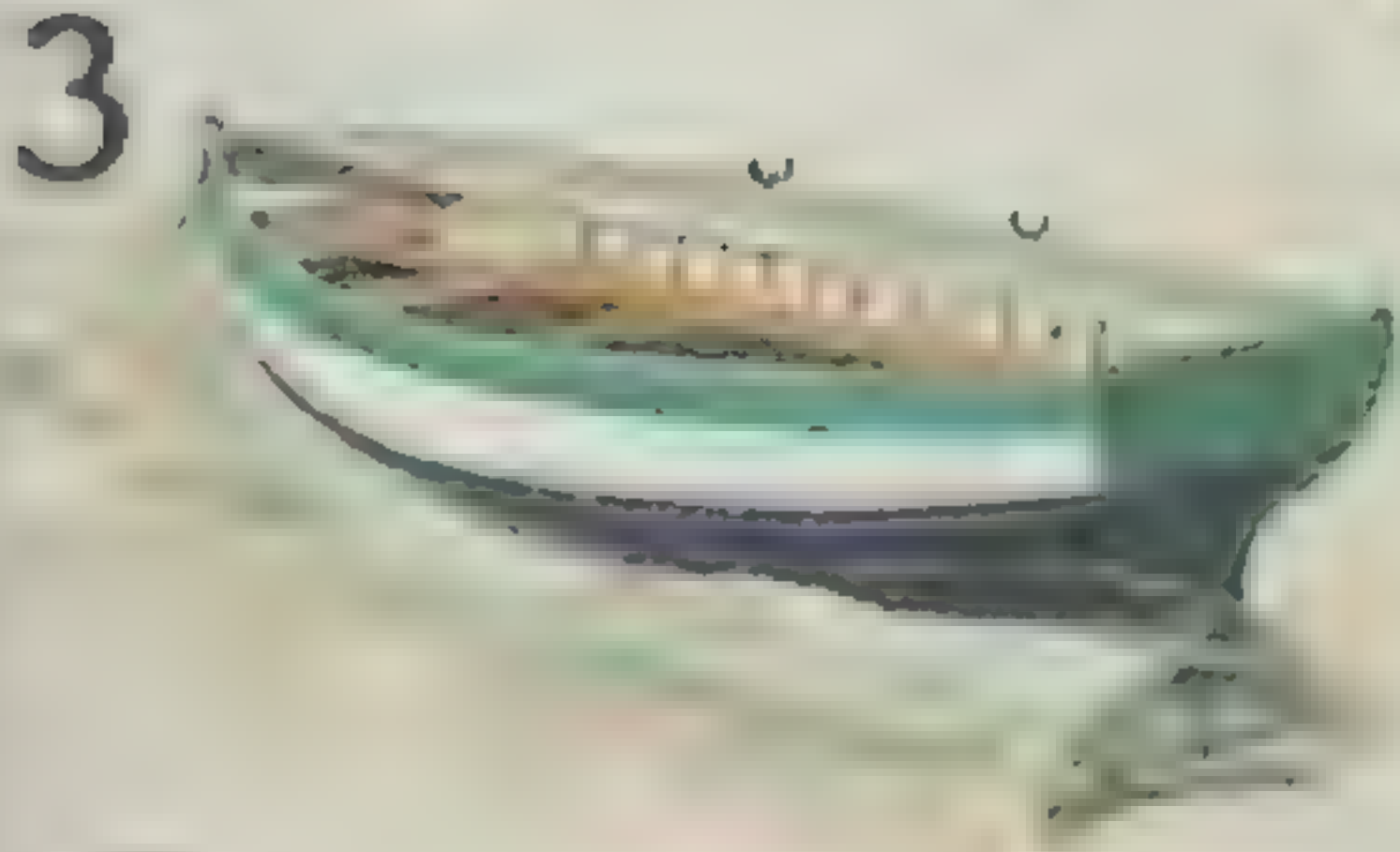
5 -ake

6 -all

7 -us

8 -at

The answers are on Page 50



We can read the words—

tea

two

top

toys

Look at each picture and make the sound of the letter.

t



t

2

t



t





1. An apple.
2. The girl has an apple.
3. The girl draws an apple.
She writes **a** for apple.
She makes the sound for **a**.
4. The boy draws an apple.
He draws **a** for apple.
He makes the sound for **a**.

1



2



3



4



Complete the words as you write them
in your exercise book.

The pictures will help you.

b c t a

1 -pple

2 -wo

3 -an

4 -ea

5 -pples

6 -op

7 -oys

8 -ed

The answers are on Page 50

1



2



3



4



5



6



7



8



The girl is at school.

She likes school.

She has some pictures.

She puts the pictures with
the sounds.

“I like to do this,” the girl says.

“It helps me to read.”



“This helps me to read,” says
the boy.

He is at school.

He likes school.

The boy has some pictures.

He puts the pictures with
the sounds.



Here is a girl at work.

She makes a picture with
the cards.

She makes the sounds for **c, a, t**.

"C, a, t makes cat," she says.

She draws a cat, and then
she writes.



cat



c a t

Here is a boy at work.

He makes a picture with
the cards.

He makes the sounds for **b, a, t**.

"**B, a, t** makes bat," he says.

He draws a bat, and then
he writes.



bat



The boy and the girl play a game with the cards.

They play a game with pictures and sounds.

The girl can see the pictures.

The boy can see the letters.

“Point to bat,” says the girl.

“Is this it?” says the boy.

“Have a look,” she says.



The boy looks at his card.

“Yes,” he says, “it has a picture of a bat.”

He keeps the card.

“Point to a cat,” says the girl.

He points to a card with **c**.

“This is it,” he says.

“Yes,” says the girl, “that is the one.”

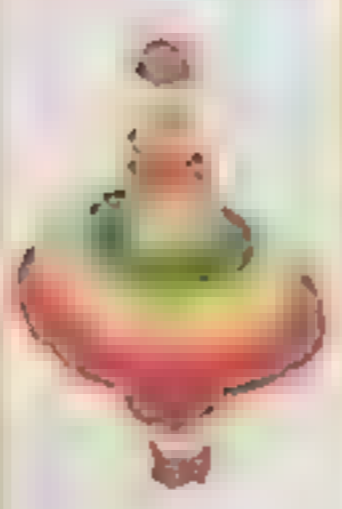


p

a



t



c



We can read the words—

four

five

fire

fish

Look at each picture and make the sound of the letter.

f

4

f

5

f



f



We can read the words—

hat

hand

horse

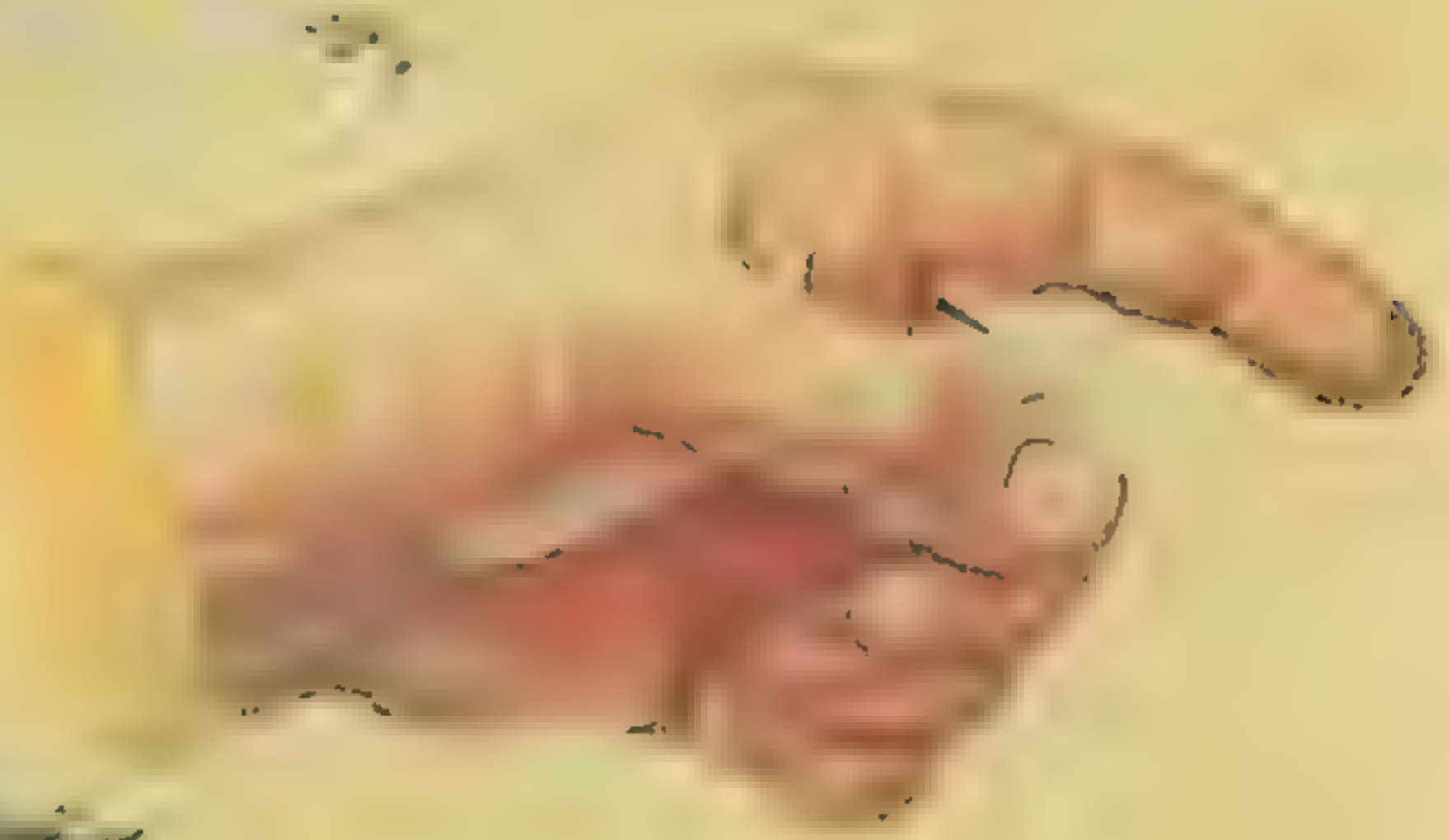
house

Look at each picture and make the sound of the letter.

h



h



h



h



Complete the words as you write them
in your exercise book.
The pictures will help you.

f h

1 - ouse

2 - our

3 - ive

4 - at

5 - and

6 - ish

7 - ire

8 - orse

The answers are on Page 50

1



2



3



4



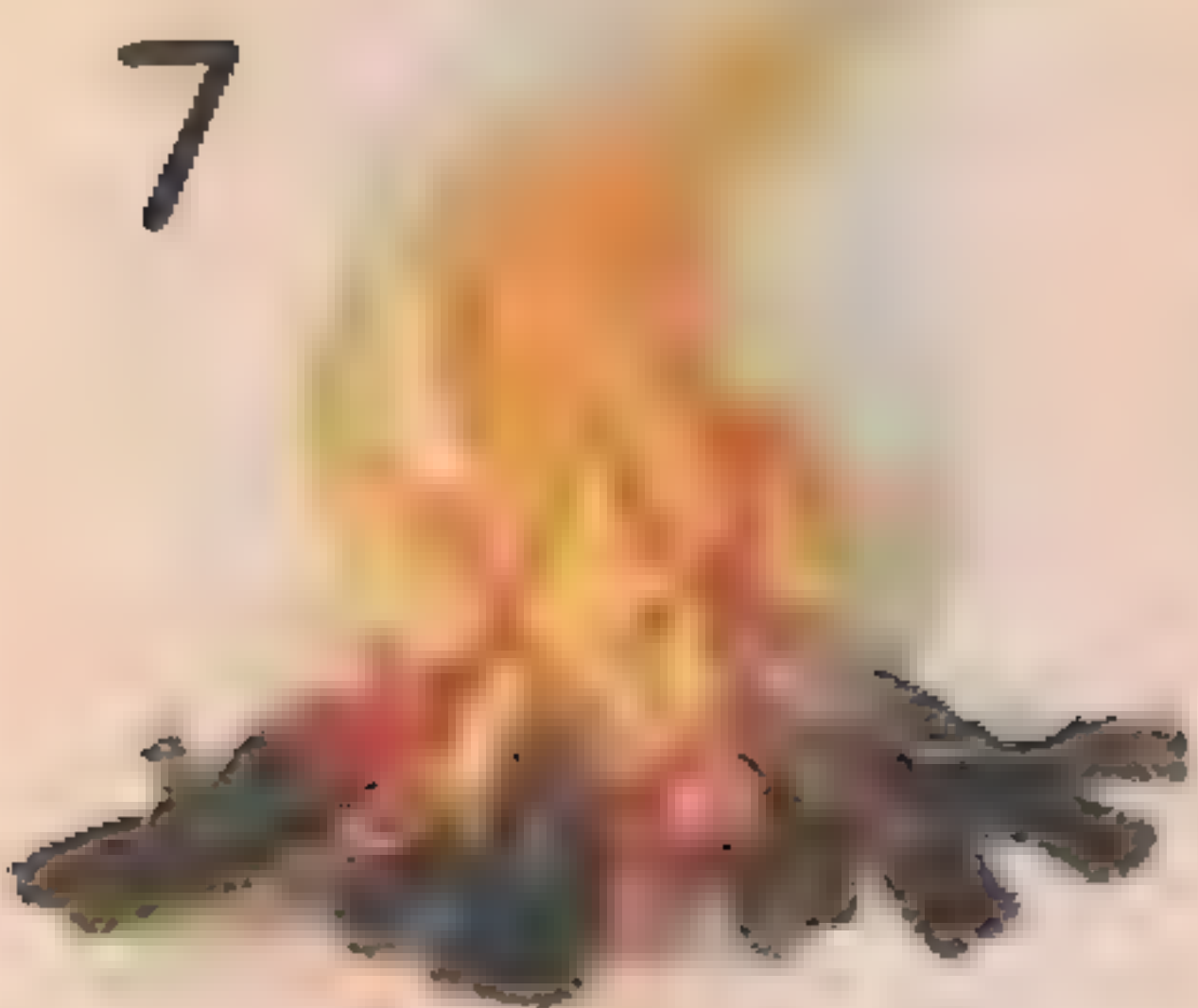
5



6



7



8



We can read the words—

man

milk

money

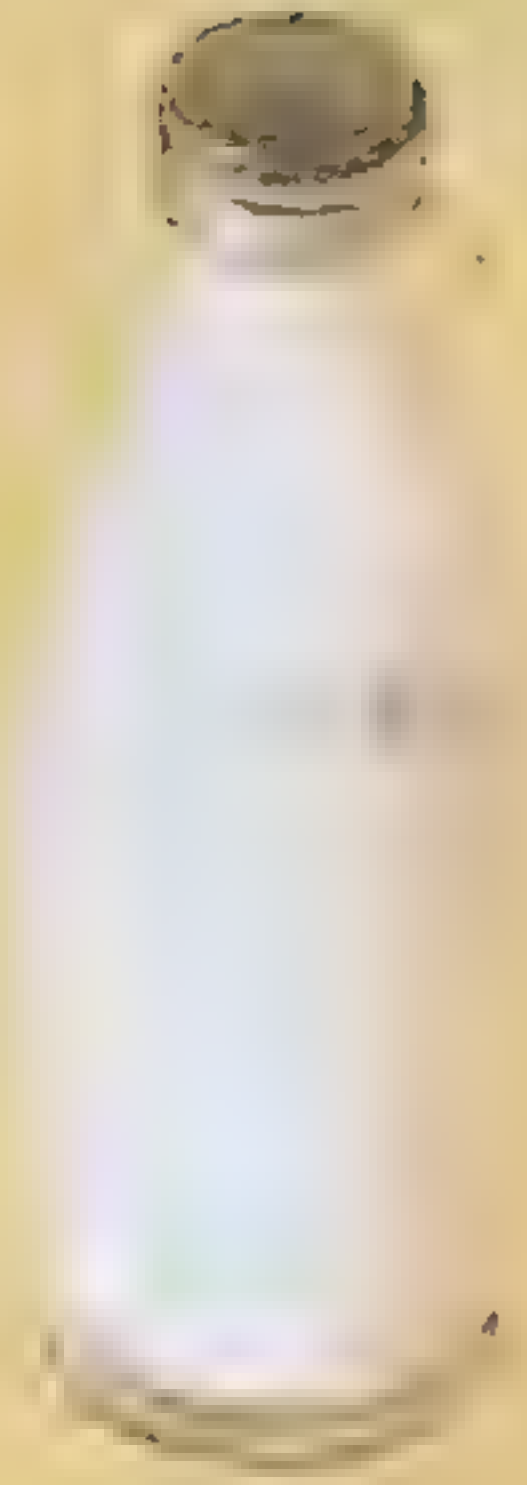
men

Look at each picture and make the sound of the letter.

m



m



m



m



We can read the words—

sea

saw

seat

sun

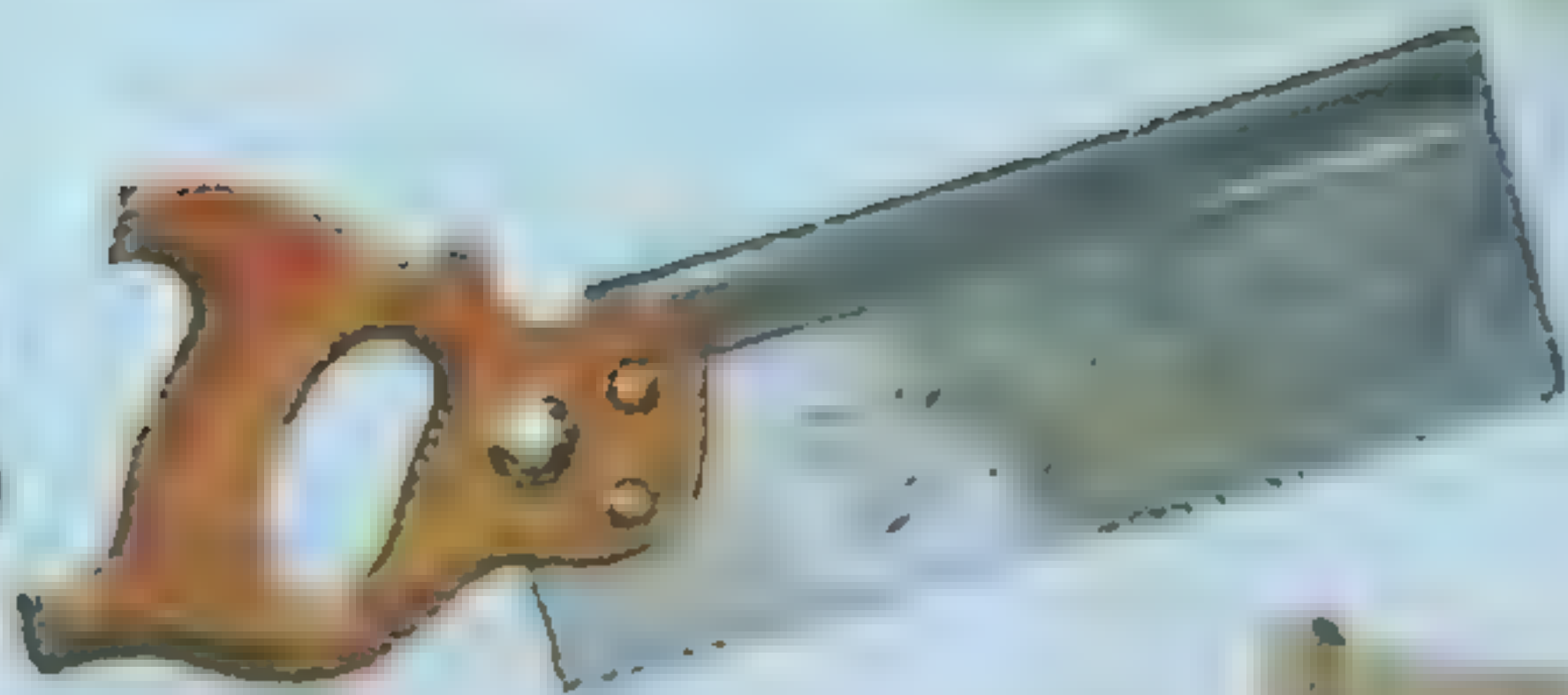
Look at each picture and make the sound of the letter.

S

S

S

S



Complete the words as you write them
in your exercise book.

The pictures will help you.

m s

1 -un

2 -an

3 -ea

4 -aw

5 -ilk

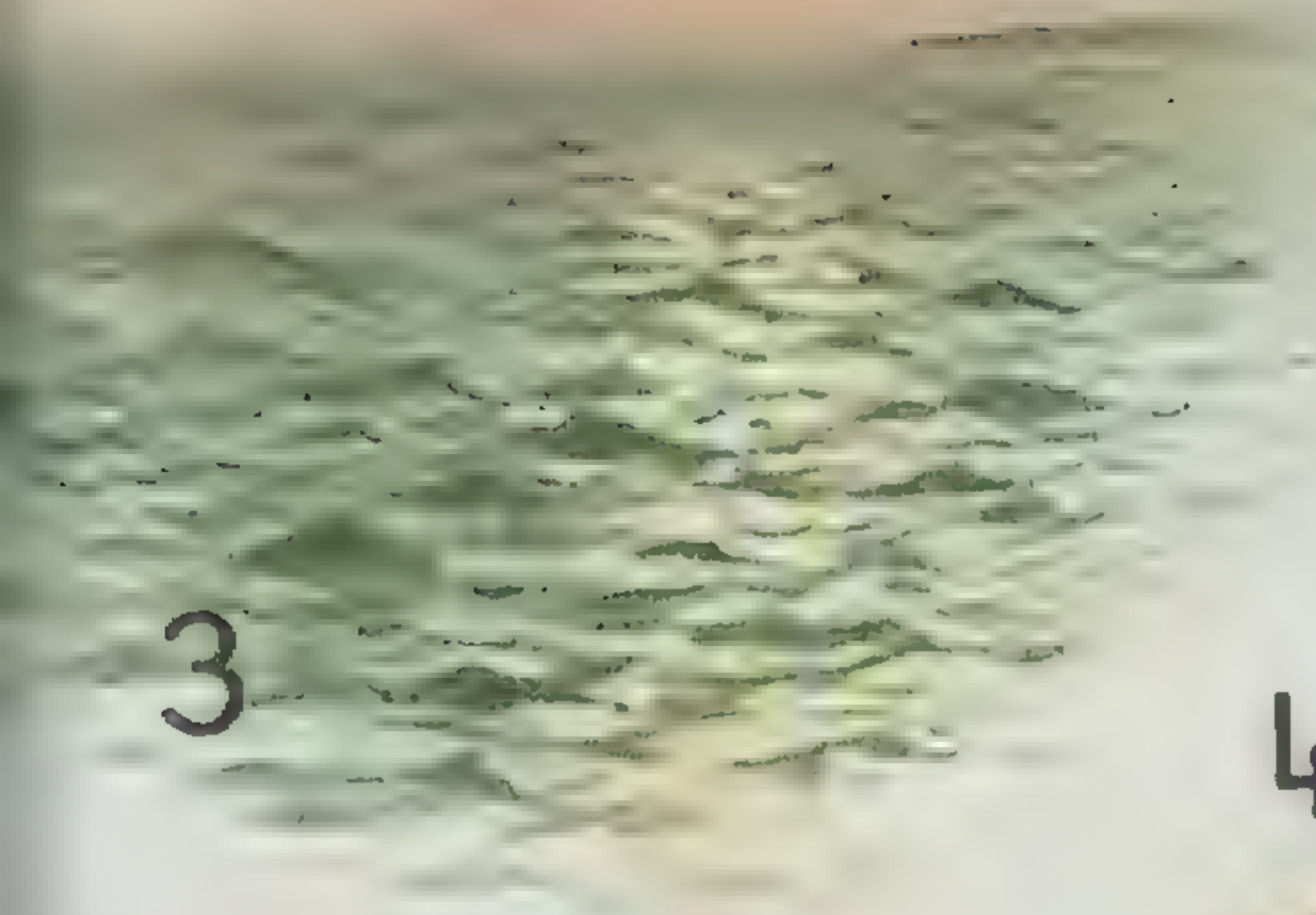
6 -eat

7 -en

8 -oney

The answers are on Page 50

1



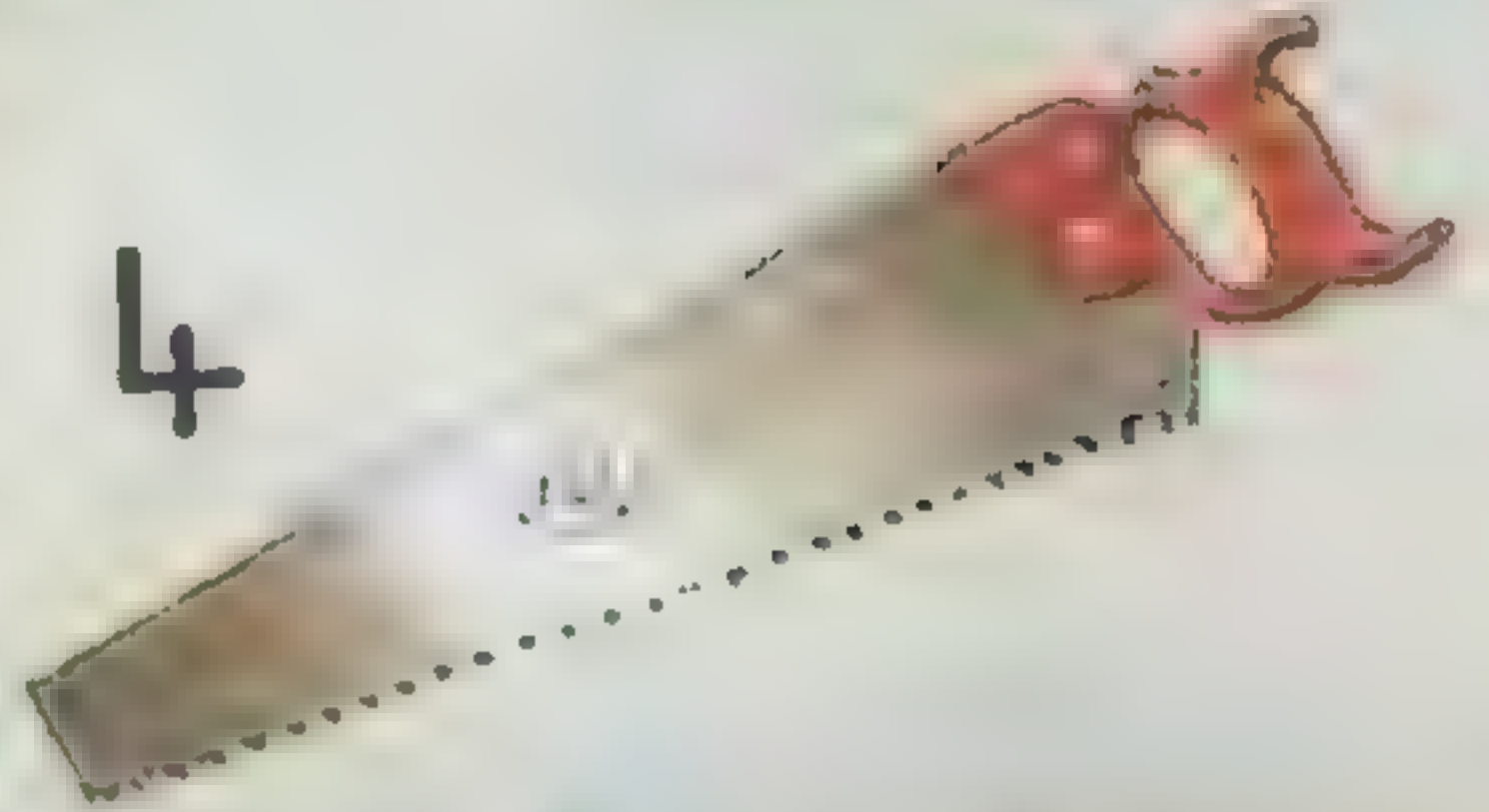
2



3



4



5



6



7



8



The girl has some letters.

She makes the sounds of the letters and reads the words.

She reads the word **at**.

Then she makes the sound of the letter **b** and makes **b—at**.

“**B—at** makes bat,” she says,
“and I see that **c—at** makes
cat, **b—all** makes ball, **c—an** makes
can, and **b—us** makes bus.”

at

ot

cat

bat

an

all

can

ball

us

bus

see

The boy has some letters.

He makes the sounds of the letters and reads the words.

He reads the word **at**.

Then he makes the sound of the letter **h** and makes **h—at**.

“**H—at** makes hat,” he says,
“and I see that **f—at** makes
fat, **h—is** makes his, **r—an** makes
ran, and **m—an** makes man.”



is

at his
hat his

an
at ran
fat ran

an

man

know

The children all help to make a big fire at the farm. The man lets the boys and girls have some things for the fire.

“We do not want to get into danger,” says Jane to the little girl. “We’ll keep away.”

“There will be no danger,” says Peter.

Copy out and complete—

1. The children are — t the farm.
2. They — ake a big fire.
3. The man — elps the children.
4. He gives the children
— ome things
for the fire.

The answers are on Page 51



Here is the fire. "It's for us," says Peter. All the children like the big fire.

Jane keeps the little girl with her. They are not in danger.

The dog Pat is here. He is with Jane. He will not jump up or go away.

Copy out and complete—

1. Peter — nd Jane are here.
2. They — an see the fire.
3. They like the — ig fire.
4. They have — un.

The answers are on Page 51





A car stops. The children see it.

“I can see my Dad,” says Jane. “He has come to take us home.”

They thank Pam and then they all go off home with Dad in his car.

“What fun it was,” says Jane to him.



Copy out and complete—

1. They can see the — ar.
2. “Here — omes Dad,” says Jane.
3. Dad — akes the children home.
4. “It was — un,” says Jane.

The answers are on Page 51

Here are the answers to the written exercises in this book.

Page 8

1 cow

2 car

3 boat

4 boy

5 cake

6 ball

7 bus

8 cat

Page 14

1 apple

2 two

3 can

4 tea

5 apples

6 top

7 toys

8 bed

Page 32

1 house

2 four

3 five

4 hat

5 hand

6 fish

7 fire

8 horse

Page 38

1 sun

2 man

3 sea

4 saw

5 milk

6 seat

7 men

8 money

-
- Page 44*
- 1 The children are at the farm.
 - 2 They make a big fire.
 - 3 The man helps the children.
 - 4 He gives the children some things for the fire.
-

- Page 46*
- 1 Peter and Jane are here.
 - 2 They can see the fire.
 - 3 They like the big fire.
 - 4 They have fun.
-

- Page 49*
- 1 They can see the car.
 - 2 "Here comes Dad," says Jane.
 - 3 Dad takes the children home.
 - 4 "It was fun," says Jane.

Now read Book 5a

Learning by sounds

If children learn the sounds of letters and how to blend them with the other letter sounds (eg. c-a-t) they can tackle new words independently (eg. P-a-t).

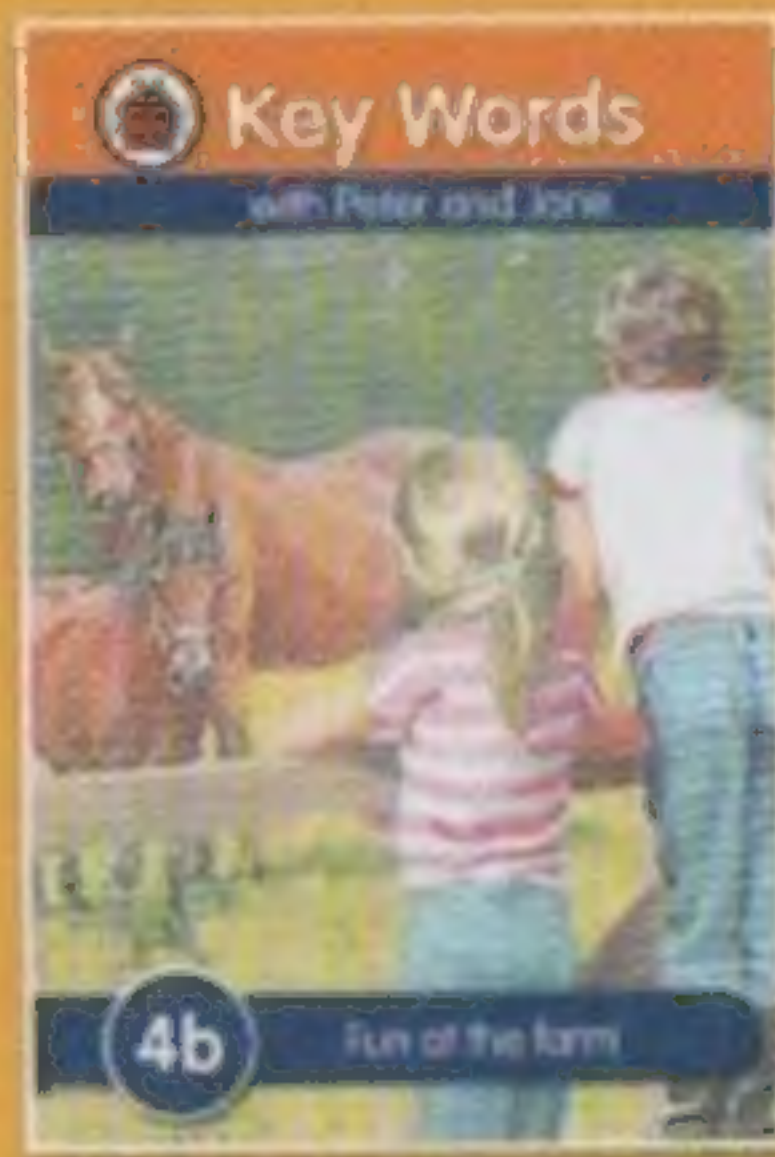
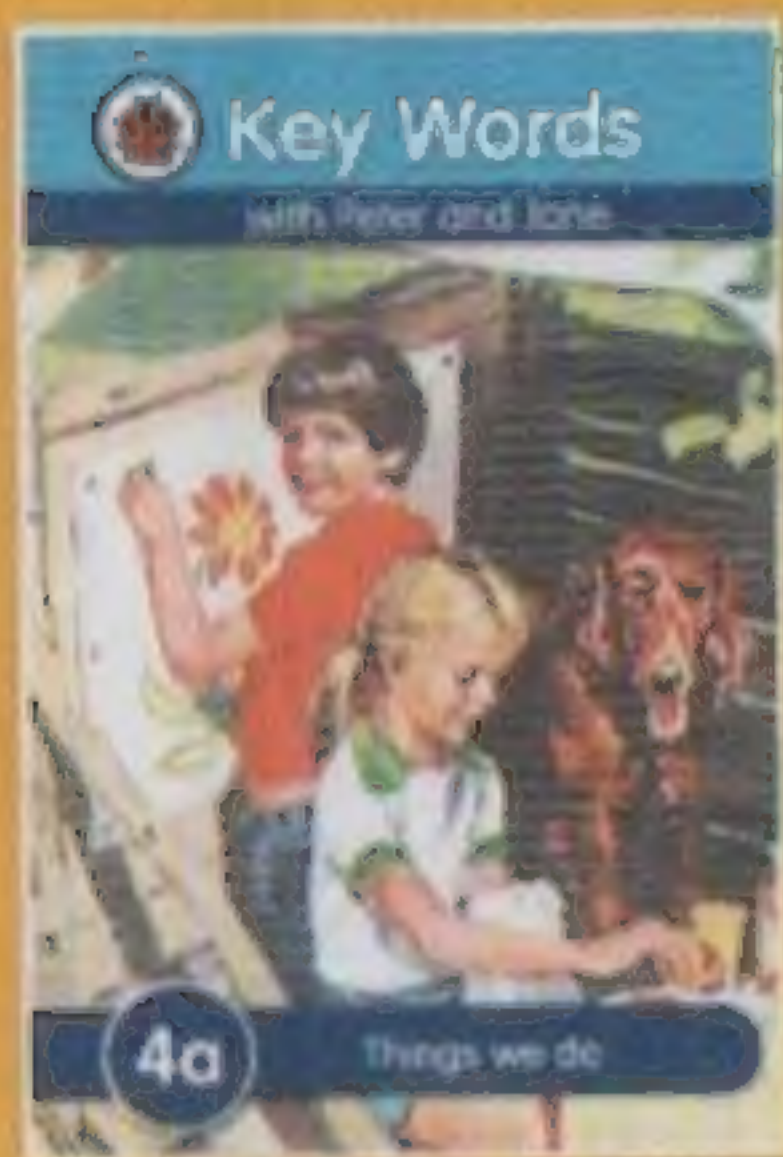
In the initial stages it is best if these phonic words are already known to the learner.

However, not all English words can be learned in this way as the English language is not purely phonetic (eg. t-h-e).

In general a 'mixed' approach to reading is recommended. Some words are learned by blending the sounds of their letters and others by look-and-say, whole word or sentence methods.

This book provides the link with writing for the words in Readers 4a and 4b.

Titles in Key Words with Peter and Jane



Series a

- 1a Play with us
- 2a We have fun
- 3a Things we like
- 4a Things we do
- 5a Where we go
- 6a Our friends
- 7a Happy holiday
- 8a Sunny days
- 9a Games we like
- 10a Adventure on the island
- 11a Mystery on the island
- 12a The holiday camp mystery

Series b

- 1b Look at this
- 2b Have a go
- 3b Boys and girls
- 4b Fun at the farm
- 5b Out in the sun
- 6b We like to help
- 7b Fun and games
- 8b The big house
- 9b Jump from the sky
- 10b Adventure at the castle
- 11b The carnival
- 12b Mountain adventure

Series c

- 1c Read and write
- 2c I like to write
- 3c Let me write
- 4c Say the sound
- 5c More sounds to say
- 6c Reading with sounds
- 7c Easy to sound
- 8c Fun with sounds
- 9c Enjoying reading
- 10c Learning is fun
- 11c Books are exciting
- 12c The open door to reading

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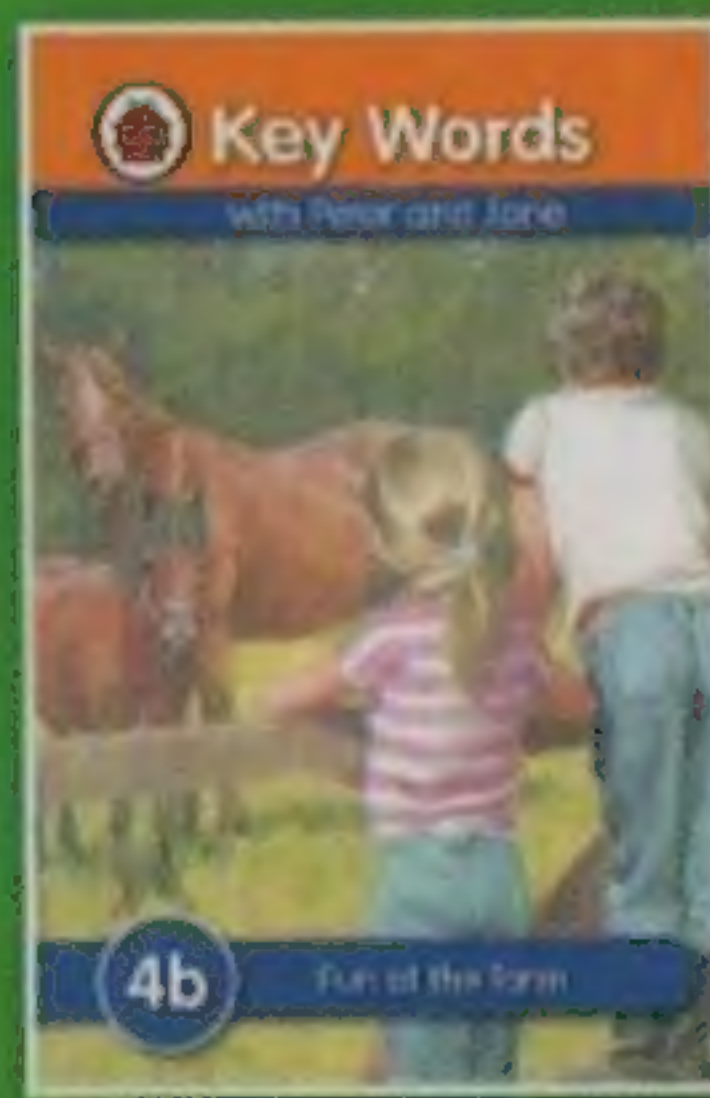
by W. Murray

With 90 million copies sold worldwide,
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100 Key Words make up half
of all those we read and write.

This essential vocabulary is carefully introduced,
practised and developed throughout the scheme.

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